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ANNUAL REPORT USAID/PAEM

PROJET D'APPUI A L'ENSEIGNEMENT MOYEN

OCTOBER 2006 THROUGH SEPTEMBER 2007



IMPROVING THE QUALITY OF EDUCATION
FOR SENEGAL'S MIDDLE SCHOOL STUDENTS



BACKGROUND

Since 2003, the PAEM project has worked with the Senegalese Ministry of Education's Department of Middle and Secondary Education, or la Direction de l'Enseignement Moyen et Secondaire Général (DEMSG).

USAID designed PAEM to assist the Ministry of Education in Senegal in implementing many of the elements in its Ten Year Education and Training Plan (PDEF) that focus on improved access, quality and management of middle schools.

Over the past four years, major accomplishments have included: (i) building/renovating 30 middle schools in the targeted regions through the use of best practices, effective management and significant community contribution; (ii) increasing middle school enrollment rates by 28% in USAID-funded regions; (iii) increasing middle school enrollment of girls from 34% to 41%; (iv) providing high school scholarships to 250 female middle school graduates through developing strong public-private partnerships; (v) developing teacher and principal performance standards for middle school teacher education, designing training modules for teachers and principals, and providing training to over 700 teachers in the targeted regions and principals nationwide (more than 450); and, (vi) facilitating the organization and training of 30 School Management Committees (CGE) and working with them to develop their school improvement plans.

This Annual Report for the fourth year of the project (FY 2007 or October 2006 to September 2007) summarizes the work carried out during the year in review by the Academy for Educational Development (AED), in partnership with Research Triangle Institute (RTI). This report provides in succinct narrative or tabular form a review of:

- Summary of Year including a discussion of problems encountered
- Key Accomplishments
- Contribution to Education Systems/Policy Reform
- Status of Year 4 Results
- Table of Training Completed
- Report on annual indicators as provided to USAID for its OP reports

SUMMARY OF YEAR

During Year Four, the project previously referred to as PAEM/CLASS, which was supported by two program agreements, including the SITT component financed with funds from the African Education Initiative, was modified and significant changes were made to the volume, scope and type of results required.

Quarter One

The first quarter of the year, from October 2006 through January 2007, was a period of uncertainty as the details of the modification were agreed to and final approval awaited. The modification which significantly changed the project, now referred to as USAID/PAEM, was signed in late January 2007.

The delay in issuing the modification made it difficult for AED to carry out a number of tasks to prepare for new results without the authority of the modification. These included:

Construction and community mobilization related:

- Collaborating with national, regional and local partners to select 28 new communities where construction or renovation would be planned
- Preparing the new requests for bids for construction, which depended on the completion of site selection
- The initial phase of community mobilization, needed before the start of construction could not take place until the new communities were identified

Management related:

- While job descriptions could be developed for the 8 new positions that would be needed as a result of the modification, recruitment, selection and hiring could not be completed until early February.
- Establishing an office in the region of Ziguinchor, required as part of the modification

These delays and uncertainties notwithstanding, during quarter one of FY07 a number of accomplishments can be noted:

- Final inspection and payment of 12 schools renovated as part of the original PAEM/CLASS program (Phase I)
- Completion of a Feasibility Study on the use of a FAR mechanism to support GOS construction and a draft MOU and PIL
- Partner workshops to plan the use of computer resources in collaboration with CIME, RESAFAD and MICROSOFT
- Selection of the 3rd group of 50 scholarship awardees (USAID/SONATEL)
- Training principals in using administrative software, MS Daara
- Training principals in developing school improvement projects
- Selection of departmental training teams to provide students with initial computer training
- Training of 597 teachers in a series of 3 modules on the planning, implementation and evaluation of a teaching project
- Training of the trainers in 7 non-PAEM regions to prepare them to deliver teacher training based on the PAEM modules
- Training of the pedagogic advisors in 2 regions on a multidisciplinary project on the avian flu
- Training of 504 principals using the module focusing on student-centered learning

- Workshop to finalize training module for school management councils (SMC) on preventive maintenance
- Support to SMC to help them finish their improvement plans

Quarter Two

In January 2007, the modification to the CLASS agreement laid out the strategy for support to USAID/Senegal's Strategic Objective (SO): Better Educated Youth and its three interrelated and mutually reinforcing Intermediate Results (IRs):

- IR-13.1: Increased access to basic education, especially for girls and vulnerable children
- IR-13.2: Improved quality of education in supported schools
- IR-13.3: Improved management and governance in the education system

Even though there had been broad partner discussion of the parameters of Phase II of the project before the modification was finalized, the terms of the modification required that AED submit a Workplan and Implementation Plan for the remainder of the fiscal year as well as a revised Performance Monitoring Plan within a month of the signature of the modification. As a result, the month of February 2007 was a period of discussion and planning with key partners at the DEMSG and in the regions. A workshop was held with regional planning agents of the Ministry of Education to discuss the parameters of the PMP and discussions were held with DEMSG staff AED and project staff to develop the implementation and workplans.

The recruitment process for new project staff, for the Dakar and regional offices was carried out and by the end of the quarter over 400 applications for the new positions had been received and were under review. Unfortunately the hiring process was slowed somewhat because the additional office space requested from the Ministry of Education for the Dakar-based staff was not yet available. Delays in providing at least minimally acceptable new office space continued through June. In fact the Ministry has still not completely complied with the projects needs for office and storage space and this continues to hamper our productivity.

During the quarter, the Project worked quickly with DEMSG staff and regional education authorities to plan and carry out the steps needed to identify 28 sites for school construction and rehabilitation. Once the site nominations were received and confirmed for the regions of Fatick, Tamba and Kolda, a mixed delegation of project and DEMSG staff was dispatched to visit the sites to ensure their conformity with building specifications, to collect the necessary administrative and territorial approvals, and to make initial contacts with local authorities and the school community.

During the second quarter, significant numbers of unqualified teachers were trained, relying on standards-based training modules developed in Year Three. Because of the positive feedback on the three-module teacher training program from teacher trainers and principals, the project expanded its target audience from the teachers in 4 regions to the unqualified teachers in all regions of Senegal. This required preparing teacher training teams in 11 regions and providing the numbers of modules needed to each region to ensure that each trainee benefited from the training materials produced for the courses. By expanding the project's in-service teacher-training programs to all 11 regions, we provided an opportunity for teacher trainers throughout the country to plan, develop, and monitor teacher training using standardized modules and methods so that the training received by a teacher in Matam, for example, was the same content and quality of that

received by a teacher in, say, Kolda. This process and the resources associated with it contribute to sustainability in two ways:

- Regional teacher trainers and senior teachers at schools can plan and deliver these same modules to new groups of teachers over the next several years.
- National level teacher trainers have experience with a methodology and foundation (teacher performance standards) for creating new modules in the future to respond to additional needs.

In addition to those actions discussed above, the following major activities took place:

- Selection of new construction sites in the regions of Fatick, Tambacounda and Kolda
- Scholarship payments to 300 girls (USAID/SONATEL program) including awards for the last years' best performers and Health and Hygiene Kits for each awardee
- Revision and reformatting of 5 training modules and trainers' guides for large scale printing and distribution
- Initiation to computer use for 2100 middle school students in 9 departments of USAID/PAEM supported regions, using the mobile park of 15 laptops in each departmental education office
- Training of 796 qualified and unqualified teachers using the 3 module series
- Training of pedagogic support staff in using a multidisciplinary project on bird flu
- Training of principals and SMC representatives on how to develop school improvement plans in the schools in USAID/PAEM regions that are not directly supported by the Project
- Training of SMC members at 30 schools in preventive maintenance

Quarter Three

During the quarter, project staff were involved in preparing for the visit of US First Lady Laura Bush to Dakar. Her visit provided an occasion to highlight the importance of girls' education and the role that rural middle schools, scholarships for needy girls and mentoring programs play in keeping girls' in schools. Ten girls from USAID/PAEM-funded middle schools in Fatick were invited to the ceremony with Mrs. Bush and they were accompanied by the Regional Education Inspector.

After the selection of new sites for school construction was completed, a new strategy for conducting community mobilization was rolled out. For the first time, regional and departmental Ministry of Education staff, in particular the IVS, Inspecteurs de Vie Scolaire, and Middle and Secondary School Agents (EMSG) were paired with partners from local community organizations to be trained as facilitators for community mobilization, beginning in the region of Fatick. Once trained, the regional teams carried out several days of mobilization activities at each site. The results of these interventions were community charters and action plans for supporting middle school education.

For the region of Ziguinchor, with its particularities based on recent conflicts and the fact that some areas of the region are still mined and dangerous, the Project used a more cautious approach to site selection. After an initial visit to the region by the Chief of Party to make contact with regional authorities and present the project, a delegation including the region's Academic Inspector, visited each of the candidate sites before making recommendations for the final choice of seven sites in the region.

The Ministry of Education provided the project with two additional offices during the quarter, both of which required some renovation, and as a result several new staff took up

work, including a Monitoring and Evaluation Specialist, a Communications and Coordination Assistant, and a Community Mobilization Specialist. There were delays in awarding the contracts to purchase 19 vehicles for the project and ministry staff, as various approvals were required from USAID for the large purchase.

During quarter three, the following key activities took place:

- Identification and visits of building sites in the region of Ziguinchor
- Publication of the bid for the building of the 15 CEMs
- Launching the activities for the mobilization of the new 5 communities in the region of Fatick
- Award of contract to purchase 19 vehicles for Project and Ministry use in support of middle school education
- Visit of First Lady Laura Bush to Senegal
- Delivery of the three series training modules in the 11 academies
- Detailed inventory of the existing student manuals in the 4 target regions
- Follow up on training of principals and other staff on school management software, BESTGRADE and MS Daara
- Development of plans for experimental math and science lessons
- Initial field discussions of school support teams : Les Amis du Collège
- Training of teachers in three modules (Planning, Managing and Evaluating a Lesson)
- Monitoring of the application of training by teachers and principals
- Workshop in advanced facilitation techniques for pedagogic advisors and academic inspectors
- Development of a training module for school principals on Ethics and Professional Behavior
- Monitoring school infrastructure inspections by School Management Committees in 30 CEMs
- Finalization of School Improvement Plans

Quarter Four

Over 40 offers were received for building 15 new schools in the regions of Fatick, Tamba and Kolda. The process of reviewing the bids took approximately a month and awards were made to two firms during the quarter. Once awards were made, the project's two technical consultants for construction traveled to the fifteen sites with the construction firms and made sure that that layout of the foundations for the schools was done in accordance with specifications.

In the fourth quarter, the Project worked with ten school communities in the four target regions to plan and implement one-week summer camps for 100 middle school students in each community. These summer camps (which had proven successful the previous year) provided a stimulating opportunity for school staff, community members and students to work together on issues related to improving the quality of education at each school. The 100 students, half male and half female, who participated at each school benefited from an initiation course in computers, and a series of activities to promote gender equity and build linkages between students and the surrounding community. A team of teachers and school staff from each site were trained in August to plan the details of each camp. MICROSOFT provided support for the camps, by providing t-shirts for all the campers and supporting the computer training of the students.

In late August 2007, the project brought together almost 200 stakeholders of its SITT component--teachers, principals, as well as teacher and principal trainers--to review the products developed through SITT and to discuss the impact of the training programs delivered to over 8,500 during SITT's four year period. Testimonies of the benefits of the training received were provided by classroom teachers and principals alike and discussions of each of the component's products (performance standards and training modules) provided recommendations for improving professional development of teachers and principals in Senegal. The project was praised for the performance –based approach used to build training modules and for the long-lasting nature of the interventions, which included building Ministry of Education capacity to develop and deliver quality training.

A summary of quarter 4 activities includes:

- Technical specification modification concerning the sites in Ziguinchor.
- 15 middle school construction beginning in 3 regions (Fatick, Tambacounda and Kolda)
- Mobilisation activities in the remaining 23 Phase II sites.
- Awareness raising about sexist stereotypes at summer camps at ten sites
- Order of 52, 000 math and science books for 9th and 10th grade
- 10 Student summer camps
- Workshop on BEST GRADE software and Workshop on the use of pedagogic CD ROMs
- Use of departmental computer resources to provide students with basic computer training
- National Seminar to share and discuss results of National Science and Technology committee
- Development of plans for experimental math and science lessons
- Development of draft tests to monitor student learning in math and science
- Planning of Workshops to Improve Collection and Analysis of educational data
- Training the CPs of Ziguinchor on 3 teachers' modules
- Finalizing and distributing toolkits to facilitators
- SITT assessment and overview workshop
- Review of School Improvement Plans (PE)

KEY ACCOMPLISHMENTS

IMPROVED TEACHER TRAINING

During this year, the final year of SITT, we achieved our original objectives of having at least four standards-based training modules developed and delivered to both unqualified middle school teachers and to middle school principals. The performance standards for each audience, teachers and principals, served as the foundation for the courses. For each module trainee guides as well as a trainer's guide were made available. The project prepared regional Ministry of Education staff to plan, deliver and evaluate these courses. At the end of the SITT program, there is a well trained team of facilitators in each region that has already delivered these modules several times and are committed to continuing to administer the courses as needed. During this final year, 1,954 middle school teachers were trained throughout Senegal and 900 principals received training.

In addition, the project provided ministry pedagogic and training staff with training in facilitation and training management techniques for adult audiences. A toolkit for trainers

was developed with the support of international consultants and was provided to the various networks of support staff at all levels of the ministry.

The developed courses have been greatly appreciated by their target audiences and some faculty at FASTEF, the University's pre-service teacher training unit, have begun using the teachers' modules in their courses. In addition, the Ministry of Education has worked with other donors to use the principal training modules in their training sessions for newly named principals and with principals in higher secondary schools. At a close-out conference held in August 2007, more than 200 participants, including trainers, teachers and principals who had been trained, met to provide recommendations for improving each of the courses and the delivery systems as well as to contribute ideas on how these courses can become permanent parts of teacher and principal professional development programs. The Ministry has asked USAID/PAEM to continue working to develop additional courses and to explore ways to make the courses available on-line.

COMMUNITIES MOBILIZED TO SUPPORT EDUCATION

During this year 28 new communities were selected to benefit from improved infrastructure as part of the school building component. Each of these communities participated in a three day initiation program to build a common vision for a new middle school and to clarify the roles and responsibilities of the various stakeholders. Approximately 100 members from each of the communities, male and female, young and old, participated in these awareness raising activities. At the end of the three days, a smaller committee of about 15 people was selected to plan specific community contributions to the schools. Initially these contributions will focus around the construction process, with the community providing sand and water and unskilled labor. Later, the community will participate in efforts to ensure that all children have an opportunity to attend and succeed in school.

During the phase of community mobilization of these 28 new schools, the project used a new strategy of directly involving Ministry of Education staff in regions and departments to plan and carry out these mobilization efforts. This is the first time that these local officials have been fully involved, working in collaboration with local community groups, to ensure that local communities participate in the development of their own middle schools. MOE staff members received training in mobilization and facilitation techniques, and then were responsible for managing departmental teams to carry out mobilization activities in up to three sites. These teams will continue to work with local actors on building a quality, equitable and transparent school program.

INVOLVEMENT OF COMMUNITY BASED ORGANIZATIONS (CBOs)

In the departments where USAID/PAEM works, representatives of community organizations, including women's groups, youth groups, and PTAs, were identified by local leaders based on their dynamism and history of involvement in a given community. These representatives were included in training sessions for community mobilization, along with MOE staff, and were then organized into teams to plan and carry out the initial phase of mobilization (described above). The experience and skills of these representatives enriched each team, but at the same time the CBO members learned planning and management techniques and were pleased to work, sometimes for the first time, directly with ministry officials. By working with local communities as teams of public and civil society, the notion of shared responsibilities and partnership was reinforced.

Local organizations also continued to be involved and to benefit from capacity building in the 30 communities where the project has already built or renovated schools. In those communities, throughout the school year, local CBOs participated as full or invited members of the School Management Committees work during the year. They also attended training in developing school improvement plans and ensuring the responsible use and upkeep of school buildings and resources. By the end of the school year, all 30 SMCs had carried out building inspections, identified maintenance needs and prepared inventories of school furniture and other resources provided by the project. They had also developed school improvement plans, and 25 of the 30 plans have been approved at both regional and national levels. In the next year the project will continue to work with these SMCs as the project funds interventions identified in the school plans. The Project intends to finance over \$500,000 worth of local initiatives. Local organizations will continue to be involved and play an important role in the next year as the project focuses on issues of financial management and transparency and on ethical behavior by school staff.

CONTRIBUTION TO EDUCATION SYSTEMS/POLICY REFORM

In the past year USAID/PAEM has made notable contributions to education systems/policy reform in Senegal. These have included improved planning for middle school construction; increased involvement of regional and local education officials in improving community/school relations; increased awareness of the inequity inherent in policy to exclude pregnant girls and new mothers from schools; Increased awareness of the inequity inherent in policy to exclude pregnant girls and new mothers from schools; support for policy and curriculum changes in teaching math, science and technology; improved access to pedagogic resources by teachers and teacher trainers; increased interest in—and understanding of—using performance as a basis for staff and system improvements; and, an increased concern about the lack of female teachers and leaders, especially in rural Senegal.

Improved planning for middle school construction

- PAEM model of community mobilization + construction has been adopted by other donors and by GOS
- Coordination meetings chaired by the Secretary General of MOE now include all donors
- Overall agreement on use of a “school” model as opposed to classroom model for planning new schools and school improvements. Consensus on need to include school fences, an administration building ,and separate toilet facilities to create minimally acceptable school environment

Increased involvement of regional and local education officials in improving community/school relations

- IVS, EMSG, IA and IDEN staff have been trained and now plan and implement community mobilisation activities to support school construction, girls’ education and improving quality of schools. This has started in the project’s regions and there is demand to transfer this model to other regions. It has changed the way IVS and other local officials view their role, as they are becoming more facilitative, responsive, collaborative, transparent, and less directive.
- Discussions with central and regional education staff have led to an interest in creating local school support mechanisms. The development of these “Amis du Collège” stems from discussions last year with the US Public Education Network

and central-level meetings here to develop a similar mechanism, something that has not materialized centrally, but may be created at local levels.

Increased awareness of the inequity inherent in policy to exclude pregnant girls and new mothers from schools

- School principals have often found ways to circumvent the rules and have articulated, in meetings and other venues their desire to see the policy change
- DEMSG has expressed intention to draft policy changes, in coordination with the DRH and other offices, and have them presented to the Minister of Education. A meeting for this purpose is planned in November, 2007.

Support for policy and curriculum changes in teaching math, science and technology

- USAID/PAEM provided support to the National Committee that examined how to improve the teaching of math, science and technology. Our support allowed them to finish their draft recommendations, and discuss them with a larger group of stakeholders. Their white paper with recommendations to the minister is expected to be made public soon.

Improved access to pedagogic resources by teachers and teacher trainers

- Several organizations worked on developing CD ROM resources for teachers and teacher trainers, which included the middle school syllabi, web-based resources and programs for teachers in all disciplines. USAID/PAEM worked with UNESCO/IISTA, Microsoft, and RESAFAD to organize a workshop for regional teacher trainers to acquaint them with three such resources and provide them with copies to use in their regions
- USAID/PAEM supported MICROSOFT's regional Forum for Teachers to promote teacher use, and development, of pedagogic resources. We funded the participation of teachers from our target regions.

Increased interest in—and understanding of—using performance as a basis for staff and system improvements

- The Collective of School Principals successfully supported a policy recommendation to have principal performance standards (developed in collaboration with the project) as the basis for all training of current and new principals. They will continue to push to have annual performance-based reviews of principals before promotions are granted.
- The DEMSG will soon launch efforts to establish Annual Performance Contracts for schools (CAPE), to be negotiated with regional school authorities, with results to be made public annually. This is a direct result of our work on performance standards with the DEMSG over the past four years.

Increased concern about the lack of female teachers and leaders, especially in rural Senegal

- Our efforts to highlight this problem in workshops and fora are bearing fruit, and various government offices are looking at the question. During the last “movement” we heard anecdotal accounts of efforts to place women in leadership positions. The project is working with a small group of stakeholders, led by the IA of Fatick, the first woman in that position, to discuss the problem and recommend solutions.

ANNEXES

- STATUS OF YEAR 4 RESULTS
- SUMMARY OF TRAINING COMPLETED
- CONTRIBUTION TO USAID OP REPORTING

STATUS OF YEAR 4 RESULTS

OVERALL COMMENT: MOST OF THESE RESULTS WERE SET AS PART OF THE JANUARY 2007 MODIFICATION ; THE DELAY IN GETTING THE AWARD MODIFIED MADE IT DIFFICULT TO ACHIEVE ALL OF THE RESULTS BY THE END OF THE FISCAL YEAR.

<i>INTERMEDIATE RESULTS</i>	<i>RESULTS FOR YEAR 4</i>	<i>STATUS</i>	<i>COMMENTS</i>
INTERMEDIATE RESULT 1: INCREASED ACCESS TO BASIC EDUCATION, ESPECIALLY FOR GIRLS AND VULNERABLE CHILDREN			
SIR 1.1 INCREASED NUMBER OF MIDDLE SCHOOLS	20 MIDDLE SCHOOLS BUILT	PARTIALLY MET 15 ARE UNDER CONSTRUCTION	SITES SELECTED IN MARCH/APRIL, MODIFICATIONS TO PREVIOUS SPECIFICATIONS MADE BEFORE RFP COULD BE ISSUED
	8 MIDDLE SCHOOLS RENOVATED	NOT MET IN PROGRESS	AWARDS FOR WORK AT THESE SITES WILL BE MADE IN NOVEMBER 07
	20 PHASE 1 SCHOOLS MEET STANDARDS FOR SCHOOL ENVIRONMENT	NOT MET	INSPECTION PROCESS DELAYED UNTIL THE START OF THE 07/08 SCHOOL YEAR
	10 SCHOOL IMPROVEMENT PLAN ACTIVITIES FINANCED TO IMPROVE SCHOOL ENVIRONMENT	NOT MET IN PROGRESS	FINANCING OF PE INTERVENTIONS DELAYED BECAUSE OF THE LONG PROCESS OF REGIONAL AND CENTRAL APPROVALS FOR THE SCHOOL IMPROVEMENT PLANS WERE NOT FINAL UNTIL THE END OF THE SCHOOL YEAR. FINANCING COULD NOT BEGIN DURING THE SCHOOL VACATION PERIOD.
SIR 1.2 INCREASED ABILITY OF COMMUNITIES TO EFFECTIVELY SUPPORT THEIR CHILDREN'S EDUCATION, ESPECIALLY GIRLS	100 COMMUNITY MEMBERS IN 40 SITES PARTICIPATE IN ACTIONS TO SUPPORT GIRLS EDUCATION	PARTIALLY MET	OVER 100 COMMUNITY MEMBERS IN THE 28 NEW SITES PARTICIPATED IN FORUMS ABOUT THE IMPORTANCE OF GIRLS' EDUCATION. FOLLOW UP MEETINGS WITH THESE COMMUNITIES WILL SHOW WHETHER THEY INITIATE ACTIONS THEMSELVES. IN THE OTHER 30 PAEM SITES SIGNIFICANT INVOLVEMENT OF COMMUNITY MEMBERS IN SUPPORT OF GIRLS EDUCATION WAS DEMONSTRATED DURING WEEK LONG SUMMER CAMPS.
	7TH GRADE ENROLLMENT RATE FOR GIRLS INCREASED MORE THAN 15% IN 20 COMMUNITIES(SCHOOL YEAR 07/08)	UNKNOWN	DATA NOT YET AVAILABLE FROM GOS
SIR 1.3 INCREASED RETENTION IN SCHOOL	10 SCHOOL IMPROVEMENT PLAN ACTIVITIES FINANCED TO SUPPORT KEEPING GIRLS IN	NOT MET IN PROGRESS	FINANCING OF PE INTERVENTIONS DELAYED BECAUSE OF THE LONG PROCESS OF REGIONAL AND CENTRAL APPROVALS FOR

INTERMEDIATE RESULTS	RESULTS FOR YEAR 4	STATUS	COMMENTS
OF GIRLS FROM DISADVANTAGED FAMILIES	SCHOOL		THE SCHOOL IMPROVEMENT PLANS WERE NOT FINAL UNTIL THE END OF THE SCHOOL YEAR. FINANCING COULD NOT BEGIN DURING THE SCHOOL VACATION PERIOD.
	10 SCHOOL IMPROVEMENT PLAN ACTIVITIES FINANCED TO SUPPORT DISADVANTAGED STUDENTS	NOT MET IN PROGRESS	FINANCING OF PE INTERVENTIONS DELAYED BECAUSE OF THE LONG PROCESS OF REGIONAL AND CENTRAL APPROVALS FOR THE SCHOOL IMPROVEMENT PLANS WERE NOT FINAL UNTIL THE END OF THE SCHOOL YEAR. FINANCING COULD NOT BEGIN DURING THE SCHOOL VACATION PERIOD.
	GIRLS DROPOUT RATE DROPS MORE THAN 15% IN TEN SCHOOL COMMUNITIES (07/08 SCHOOL YEAR)	UNKNOWN	DATA NOT YET AVAILABLE FROM GOS
	MORE THAN 500 PEOPLE PARTICIPATE IN PROGRAMS TO DEMONSTRATE THE NEGATIVE EFFECTS OF GENDER STEREOTYPES	MET	DURING 10 SUMMER CAMPS OVER 1000 STUDENTS, THEIR TEACHING STAFF AND COMMUNITY MEMBERS AT 10 SITES PARTICIPATED IN DISCUSSIONS, DEBATES, SKITS AND SURVEYS ABOUT THE NEED TO ELIMINATE GENDER STEREOTYPES.
SRI 1.4: INCREASED REPRESENTATION OF WOMEN IN TEACHING AND LEADERSHIP POSITIONS RELATED TO MIDDLE SCHOOLS	50 WOMEN ARE SELECTED AND TRAINED TO TEACH IN RURAL MIDDLE SCHOOLS	NOT MET IN PROGRESS	DISCUSSIONS AT THE NATIONAL AND REGIONAL LEVELS BEGAN IN QUARTER 3 AND A COMMITTEE WAS FORMED IN QUARTER 4 TO PLAN STAKEHOLDER DISCUSSIONS OF THE ISSUES RELATED TO HITING AND MAINTAINING FEMALE TEACHERS IN RURAL AREAS.
INTERMEDIATE RESULT 2 : IMPROVED QUALITY OF EDUCATION IN SUPPORTED SCHOOLS			
SIR 2. 1 IMPROVED LEARNING ENVIRONMENT IN USAID-SUPPORTED SCHOOLS	120 SCHOOLS HAVE STUDENT BOOKS FOR THREE SUBJECTS FOR A RATIO OF 1 BOOK TO 3 STUDENTS	NOT MET IN PROGRESS	53 000 MATH AND SCIENCE BOOKS FOR 9 TH AND 10 GRADERS WERE ORDERED IN Q4 AND WILL BE DELIVERED IN Q1 08; AN ADDITIONAL 100 000 MANUALS WILL BE ORDERED AND DELIVERED IN Q1 08.
	300 TEACHERS PER REGION RECEIVE PEDAGOGIC REFERENCE MATERIAL	MET	OVER 300 TEACHERS IN ALL REGIONS OF SENEGAL RECEIVED STUDENT MANUALS FOR THREE TRAINING MODULES.
	SOFTWARE FOR MANAGING BOOKS AND RESOURCES IS AVAILABLE IN EVERY MIDDLE SCHOOL IN SENEGAL	NOT MET IN PROGRESS	LOW COST SOFTWARE IS BEING IDENTIFIED AND WILL BE MADE AVAILABLE TO ALL SCHOOLS RECEIVING BOOKS AND LIBRARY MATERIALS IN 2008.

INTERMEDIATE RESULTS	RESULTS FOR YEAR 4	STATUS	COMMENTS
	STAFF OF 20 SCHOOLS IN EACH REGION ARE TRAINED IN COMPUTER MAINTENANCE AND THEIR USE FOR ADMINISTRATIVE AND PEDAGOGIC PURPOSES	NOT MET	TEACHER TRAINERS HAVE BEEN TRAINED AND PROVIDED WITH 3 SETS OF CDROMS TO USE WITH TEACHERS; TRAINING OF TEACHERS USING DEPARTMENTAL SETS OF LAPTOPS WILL TAKE PLACE IN Q1 AND Q2 OF FY 08.
	5000 STUDENTS COMPLETED A COURSE IN INITIATION TO USING A COMPUTER	PARTIALLY MET 83%	4157 STUDENTS WERE TRAINED OR 83% OF THE TARGET
SIR 2.2 INCREASED USE OF INFORMATION AND COMMUNICATION TECHNOLOGY AND SCIENCE EQUIPMENT	INVENTORY OF CLASSROOM PRACTICES COMPLETED	NOT MET	WORK ON THIS RESULT WAS DELAYED BECAUSE OF THE NEED TO LINK IT TO WORK ON IMPROVING MATH AND SCIENCE INSTRUCTION AND THE COMPLETION OF INSTRUMENTS TO MEASURE CHANGES IN STUDENT PERFORMANCE IN MATH? SCIENCE AND CRITICAL THINKING. THE INVENTORY INSTRUMENTS WILL BE DEVELOPED IN Q1 OF FY 2008 AND BE IMPLEMENTED IN Q2.
	SCHOOL SUPPORT TEAMS ARE TRAINED AND FUNCTIONAL IN EACH DEPARTMENT	NOT MET IN PROGRESS	EXPLORATORY MEETINGS WERE HELD IN EACH REGION IN QUARTERS 3 AND 4; THE DEPARTMENTAL TEAMS WILL BE ESTABLISHED AND TRAINED IN QUARTER 1 OF FY 08.
	20 ACTIONS TO SUPPORT SCHOOL BASED TRAINING ARE FINANCED IN SUPPORT TO SCHOOL IMPROVEMENT PLANS	NOT MET IN PROGRESS	FINANCING OF PE INTERVENTIONS DELAYED BECAUSE OF THE LONG PROCESS OF REGIONAL AND CENTRAL APPROVALS FOR THE PES ? APPROVALS WERE NOT FINAL UNTIL THE END OF THE SCHOOL YEAR AND FINANCING COULD NOT BEGIN DURING THE SCHOOL VACATION PERIOD
SIR 2.3 IMPROVED INSTRUCTIONAL PRACTICES IN ALL DISCIPLINES ESPECIALLY FOR SCIENCE AND MATH	2 REGIONS DEVELOP REGIONAL MIDDLE SCHOOL SUPPORT PLANS	NOT MET	DELAYED UNTIL SCHOOL SUPPORT TEAMS ARE SET UP AND FUNCTIONING SO THAT SCHOOL LEVEL PERFORMANCE DATA CAN BE THE FOUNDATION OF REGIONAL PLANS.
	SCHOOL PRINCIPALS AND STAFF OF 14 AND 18 IN EACH REGION RECEIVE TRAINING IN USING DATA FOR PLANNING AND DECISION MAKING	NOT MET IN PROGRESS	PLANNED FOR FIRST QUARTER OF FY 08.
SITT Component KIR 2: Improved teaching and learning environment in middle schools			
KIR 2: IMPROVED TEACHING AND LEARNING	ADDITIONAL 3150 TEACHERS TRAINED AS A RESULT OF IMPROVED CAPACITY OF ME TRAINING UNITS	PARTIALLY MET 62%	1954 UNQUALIFIED TEACHERS TRAINED OR 62% SITT EXTENSION THROUGH NOVEMBER 2007 WILL ALLOW FOR AN ADDITIONAL 600 TEACHERS IN ZIGUINCHOR TO BE TRAINED

INTERMEDIATE RESULTS	RESULTS FOR YEAR 4	STATUS	COMMENTS
ENVIRONMENT IN MIDDLE SCHOOLS	NEW PEDAGOGIC METHODS ARE INTRODUCED IN 145 MIDDLE SCHOOLS	ASSUMED MET DATA UNDER REVIEW	PROJECT-BASED LEARNING ACTIVITIES ON BIRD FLU WERE INTRODUCED TO TEACHERS IN 6 REGIONS, DATA FROM MONITORING TEACHER TRAINING RESULTS IN 3 REGIONS STILL UNDER REVIEW TO ESTABLISH THE NUMBER OF SCHOOLS REACHED
	IMPROVED MANAGEMENT OF MIDDLE SCHOOLS: ADDITIONAL 550 PRINCIPALS TRAINED IN TWO KEY AREAS	PARTIALLY MET 82%	450 PRINCIPALS (82%) WERE TRAINED IN TWO KEY AREAS: STUDENT CENTERED EDUCATION AND FUNDAMENTAL KNOWLEDGE; REDUCTION IN SITT FUNDING IN QUARTER 3 REQUIRED A REDUCTION IN THE TARGET. A THIRD MODULE ON ETHICS WILL BE DELIVERED IN Q1 FY 2008.
INTERMEDIATE RESULT 3 : IMPROVED MANAGEMENT AND GOVERNANCE IN THE EDUCATION SYSTEM			
SIR 3.1 IMPROVED SCHOOL MANAGEMENT	20 PAEM SCHOOLS PRODUCE INVENTORIES AND INSPECTION REPORTS AND SHARE THEM WITH IVS AND PROJECT	MET	INVENTORY AND INSPECTION REPORTS FROM 20 SCHOOLS WERE MADE AVAILABLE TO IVE AND PROJECT STAFF IN Q4; THEY ARE NOW BEING REVIEWED AND A SUMMARY OF RESULTS COMPILED.;
	20 PAEM SCHOOLS USE STUDENT PERFORMANCE DATA TO IMPROVE THEIR SCHOOL IMPROVEMENT PLANS BEFORE THE START OF THE 07/08 SCHOOL YEAR	NOT MET	DELAYED; LINKED TO THE ESTABLISHMENT OF SCHOOL SUPPORT TEAMS AND THE TRAINING OF REGIONAL STAFF AND PRINCIPALS ON USING STUDENT PERFORMANCE DATA.
	10 PAEM SCHOOLS HOLD PUBLIC DISCUSSIONS ON THE SCHOOL BUDGET FOR 2007/2008	NOT MET	DELAYED. IN Q1 OF FY 08? PROJECT STAFF AND PARTNERS WILL PROMOTE TRANSPARENCY OF SCHOOL BUDGETS AND ENCOURAGE SMCS TO ANNOUNCE AND POST RELEVANT INFORMATION.
SIR 3.2 IMPROVED INSTRUCTIONAL AND MANAGEMENT LEADERSHIP IN SCHOOL	10 PAEM SCHOOLS PRODUCE A DOCUMENT ON SCHOOL LEADERSHIP PRINCIPLES	NOT MET	DELAYED; LINKED TO THE ESTABLISHMENT OF SCHOOL SUPPORT TEAMS AND THE TRAINING OF REGIONAL STAFF AND PRINCIPALS ON USING STUDENT PERFORMANCE DATA.
	10 PAEM SCHOOLS DEVELOP AND ADOPT A CODE OF CONDUCT FOR STAFF AND STUDENTS	NOT MET	DELAYED TO FOLLOW THE TRAINING OF SCHOOL PRINCIPALS ON ETHICS, TRAINING NOW PLANNED FOR DECEMBER 2008.
SIR 3.3 INCREASED COMMUNITY PARTICIPATION IN	20 PAEM SCHOOLS HAVE VALID IMPROVEMENT PLANS WITH FINANCING FOR SOME ACTIVITIES IN PLACE	PARTIALLY MET IN PROGRESS	OVER 20 PAEM SCHOOLS HAD APPROVED SCHOOL PLANS AT THE END OF QUARTER 3, BUT FINANCING COULD NOT BEGIN DURING THE SCHOOL VACATION PERIOD.



<i>INTERMEDIATE RESULTS</i>	<i>RESULTS FOR YEAR 4</i>	<i>STATUS</i>	<i>COMMENTS</i>
SCHOOL MANAGEMENT	TWO RADIO SPORTS ON TRANSPARENT SCHOOL MANAGEMENT ARE READY FOR BROADCAST	NOT MET	DELAYED BECAUSE OF THE NEED TO CARRY OUT MOBILIZATION OF 28 COMMUNITIES DURING QUARTERS 2 AND 3; POTENTIAL RADIO PARTNERS AT DEPARTMENTAL LEVELS HAVE BEEN IDENTIFIED AND MESSAGES DRAFTED. A WORKSHOP TO SOLIDIFY PARTNERING WITH RADIOS AND PLAN FOR BROADCASTS OF A VARIETY OF MESSAGES WILL TAKE PLACE IN DECEMBER 2008.

YEAR FOUR**SUMMARY TABLE OF TRAINING COMPLETED**

NAME OF THE TRAINING AND TARGET AUDIENCE	QUARTER AND REGION OF THE ACTIVITY	WOMEN	MEN	TOTALS
IR 1 INCREASED ACCESS IN MIDDLE SCHOOL				
TRAINING IN LEADERSHIP FOR SCHOLARSHIP AWARDEES AND MENTORS	Q1 KOLDA, FATICK	166	1	167
TRAINING IN REPRODUCTIVE HEALTH OF ADOLESCENTS FOR SCHOLARSHIP AWARDEES AND MENTORS	Q1 KOLDA, FATICK, TAMBA	133	0	133
WORKSHOP ON IMPROVING GRADES FOR SCHOLARSHIP GIRLS, THEIR PARENTS AND MENTORS	Q2 FATICK, TAMBA, KOLDA	71	23	94
SCHOLARSHIP AWARD CEREMONY FOR AWARDEES	Q 4 KOLDA	80	0	80
PARTNERS' FORUM ON GETTING AND KEEPING GIRLS IN SCHOOL	Q2 FATICK	15	28	43
ROUND TABLE ON GIRLS' EDUCATION	Q2 FATICK	18	65	83
TRAINING IN COMPUTER MAINTENANCE FOR SCHOOL, IDEN AND PRF STAFF	Q1 FATICK, TAMBA, KOLDA	7	55	62
WORKSHOP TO FINALIZE MANUAL ON PREVENTIVE MAINTENANCE, MIXED GROUP OF RESOURCE PEOPLE	Q1 DAKAR	0	13	13
WORKSHOP FOR COMMUNITY MOBILISATION FACILITATORS	Q3 FATICK	2	12	14
COMMUNITY FORUMS IN NEW SCHOOL CONSTRUCTION SITES	Q3 FATICK	127	410	537
COMMUNITY WORKSHOPS IN NEW SITES	Q3 FATICK	25	90	115
COMMUNITY WORKSHOP ON SCHOOL LUNCH PROGRAMS	Q3 FATICK	23	42	65
REFRESHER TRAINING FOR COMMUNITY MOBILIZATION FACILITATORS	Q3 FATICK	03	16	19
REFRESHER TRAINING FOR COMMUNITY MOBILIZATION FACILITATORS	Q4 TAMBA, KOLDA, ZIGUINCHOR	05	39	44
COMMUNITY MOBILIZATION FORUMS AND WORKSHOPS FOR CGE MEMBERS	Q3 AND 4 FATICK	215	568	783
	Q 4 KOLDA	229	535	764
	Q4- ZIGUINCHOR	260	587	847
	Q 4 TAMBA	193	465	658
CONSOLIDATION AND PLANNING WORKSHOP FOR COMMUNITY MOBILIZATION ACTIVITIES FOR ALL REGIONS	Q4 THIÈS	06	38	44
SUBTOTALS		1578	2987	4565



NAME OF THE TRAINING AND TARGET AUDIENCE	QUARTER AND REGION OF THE ACTIVITY	WOMEN	MEN	TOTALS
IR 2 IMPROVED QUALITY OF EDUCATION IN SUPPORTED SCHOOLS				
TRAINING OF REGIONAL ADMINISTRATIVE STAFF IN MANAGING FINANCES FOR TRAINING	Q1 DAKAR	2	9	11
TOT FOR YOUNG TRAINERS IN ICT AND PEDAGOGY	Q2 DAKAR	3	24	27
INITIATION OF MIDDLE SCHOOL STUDENTS IN COMPUTER USE AND SOFTWARE WORD AND POWERPOINT	Q2 FATICK, TAMBA, KOLDA	850	1150	2000
INITIATION OF MIDDLE SCHOOL STUDENTS IN COMPUTER USE AND SOFTWARE WORD AND POWERPOINT	Q4 FATICK, TAMBA, KOLDA	567	540	1107
INITIATION OF MIDDLE SCHOOL STUDENTS IN COMPUTER USE AND SOFTWARE WORD AND POWERPOINT DURING SUMMER CAMPS	Q4 FATICK, TAMBA, KOLDA,	437	513	931
FACILITATOR TRAINING IN USING ICT FOR PEDAGOGIC PURPOSES FOR PEDAGOGIC ADVISORS FROM 4 REGIONS	Q3 DAKAR	2	14	16
TRAINING UNQUALIFIED TEACHERS IN PLANNING, DELIVERING AND EVALUATING INSTRUCTION	Q2 FATICK, TAMBA, KOLDA, DAKAR, ST LOUIS, THIES, MATAM, DIOURBEL, LOUGA, KAOLACK	231	1162	1393
TRAINING UNQUALIFIED TEACHERS IN PLANNING, DELIVERING AND EVALUATING INSTRUCTION	Q3 DAKAR, FATICK, TAMBA, KAOLACK	46	399	445
TRAINING ON SOFTWARE MS DAARA FOR PRINCIPALS AND SCHOOL STAFF	Q1 DIOURBEL, TAMBA	4	72	76
MICROSOFT FORMUM FOR INNOVATIVE TEACHERS FROM 4 REGIONS	Q2 DAKAR	2	7	9
TRAINING PEDAGOGIC SUPPORT TEAMS IN PROJECT BASED LEARNING, USING BIRD FLU AS THE TOPIC, FOR REGIONAL PEDAGOGIC ADVISORS	Q1 KAOLACK Q2 KOLDA, ZIGUINCHOR	3	29	32
TRAINING OF PRINCIPALS IN KEEPING STUDENTS AT THE CENTER OF LEARNING	Q2 FATICK, KAOLACK, TAMBA, MATAM, KOLDA, ZIGUINCHOR DAKAR, THIES, ST LOUIS, DJOURBEL, LOUGA	16	439	455
WORKSHOP TO FINISH DRAFT OF MODULE ON FUNDAMENTAL KNOWLEDGE FOR PRINCIPALS	Q2 THIES	1	4	5
TRAINING OF PRINCIPALS ON FUNDAMENTAL KNOWLEDGE	Q3 11 REGIONS	15	566	581
TRAINING OF TEACHER TRAINERS FROM 7 NON PAEM REGIONS TO DELIVER 3 MODULES TO TEACHERS	Q1 THIES	1	27	28
WORKSHOP ON ADVANCED FACILITATION TECHNIQUES	Q3 THIES	6	52	58
WORKSHOP TO SHARE AND DISCUSS RECOMMENDATIONS OF MATH, SCIENCE AND TECHNOLOGY COMMITTEE	Q4 DAKAR	08	30	38
WORKSHOP ON USING 3 PEDAGOGIC RESOURCES ON CDROM FOR TEACHER	Q4 - DAKAR	01	19	20

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NAME OF THE TRAINING AND TARGET AUDIENCE	QUARTER AND REGION OF THE ACTIVITY	WOMEN	MEN	TOTALS
TRAINERS OF FATICK, KOLDA, TAMBA, ZIG, AND DAKAR (MATH, SCIENCE, EARTH SCIENCE AND FRENCH SPECIALISTS)R				
WORKSHOP TO PLAN SUMMER CAMPS	Q4 DAKAR	05	04	09
TRAINING OF SUMMER CAMP FACILITATOR TEAMS	Q4 THIES	04	38	42
6-DAY SUMMER CAMPS FOR RURAL MIDDLE SCHOOL STUDENTS AT 10 SITES IN 4 REGIONS	Q4 FATICK, TAMBA, KOLDA, ZIGUINCHOR	486		1065
TRAINING IN THE USE OF BEST GRADE SOFTWARE FOR CENTRAL MINISTRY OFFICES	Q4 DAKAR	02	07	09
REFRESHER TRAINING FOR DEPARTMENTAL TEAMS OF YOUNG COMPUTER TRAINERS FROM FATICK, TAMBA, KOLDA	Q4 KAOLACK	03	15	18
WORKSHOP TO SHARE AND DISCUSS DRAFT OF PRINCIPAL MODULE ON ETHICS	Q4 DAKAR	02	07	09
WORKSHOP TO FINALIZE MODULE ON ETHICS	Q4 DAKAR	02	07	09
FINAL EVALUATION AND REPORTING WORKSHOP FOR THE SITT COMPONENT	Q4 DAKAR	13	134	157
TOT FOR PEDAGOGIC ADVISORS IN ZIGUINCHOR ON 3 MODULES FOR TEACHERS SITT	Q4 ZIGUINCHOR	01	14	15
	SUBTOTALS	2789	5206	8565
IR 3 INCREASED PARTICIPATION OF LOCAL GOVERNMENTS AND COMMUNITIES IN MANAGEMENT AND FINANCING OF SCHOOLS				
WORKSHOP TO FINALIZE MANUAL ON PREVENTIVE MAINTENANCE, MIXED GROUP OF RESOURCE PEOPLE	Q1 DAKAR	0	13	13
TRAINING OF SMC REPRESENTATIVES ON DEVELOPING SCHOOL IMPROVEMENT PLANS IN NON PAEM SCHOOLS	Q2, FATICK	36	120	156
TRAINING OF TRAINERS TO PREPARE FOR WORKSHOP OF SMC MEMBERS ON PREVENTIVE MAINTENANCE	Q2, THIES	0	22	22
TRAINING OF SMC MEMBERS ON PREVENTIVE MAINTENANCE	Q2, FATICK, TAMBA, KOLDA	35	385	420
TRAINING OF SMC MEMBERS AT NON PAEM SCHOOLS IN PREPARING SCHOOL IMPROVEMENT PLANS	Q3 TAMBACOUNDA	1	42	43
TEAMBUILDING AND PLANNING MEETING FOR PAEM AND DEMSG STAFF	Q4 SALLY	08	30	38
WORKSHOP TO FINALIZE CGE MODULES 4 AND 5	Q4 DAKAR	0	08	08
	SUBTOTALS	80	620	700
GRAND TOTALS FOR FY 07		4447	8813	13830

Program Element Achievements in FY '07 – Basic Education (2,500 Character Limit)

AED Indicator Requirements Provided to USAID/Senegal in October 2007

OP Indicator	FY '07 Target	FY '07 Results	Notes
Number of Administrators or Officials Trained	1,600	1,345	Additional training taking place in new region of Ziguinchor in Oct.07
Women	100	47	
Men	1,500	1,298	
Number of Learners Enrolled in USG-Supported Secondary Schools or Equivalent Non-School Based Settings	28,000		
Women	8,778		
Men	19,222		
Number of Teachers/Educators Trained with USG Support	3,450	2,111	Additional training taking place in new region of Ziguinchor in Oct.07
Women	355	308	
Men	3,095	1,803	
Number of Parent-Teacher Association or Similar 'School' Governance Structures Supported	65	179	Target number was more than doubled by training provided to non-PAEM supported schools in the area of school improvement plans
Number of Classrooms Repaired with USG Assistance	24	0	
Number of Classrooms Constructed with USG Assistance	80	0	120 classrooms are under construction and RFPs for an additional 13 schools have been issued. Delay due to late signing of agreement modification, as well as the onset of the rainy season in Senegal—during which time construction cannot occur
Number of Textbooks and Other Teaching and Learning Materials Provided with USG Assistance	30,000	9,359	104,000 math and science books have been ordered for delivery in October 2007. An additional 112,900 books have been ordered for other subjects as well as for libraries, to be delivered within the next quarter.
Does Your Program Support Education Systems/Policy Reform? If Yes, Please Describe The Contributions of Your Program, Including Progress Against Any Mission-Level Outcome or Impact Indicators	Y		Establishing performances bases for recruiting, training, and promoting teachers
Number of People Trained in Monitoring and Evaluation	25	26	
Number of Baseline or Feasibility Studies	1	0	
Number of Monitoring Plans	1	1	
Number of Evaluations	0	0	
Number of Special Studies	2	1	